



MORAL VALUES FOUND IN SHORT STORY OF JUNIOR HIGH SCHOOL ENGLISH TEXTBOOK

Evi Sastra S
University of Bengkulu

ABSTRACT

The aim of this study was to reveal the types of moral values found in English textbook for grade eight and for grade nine of Junior High School. This research employed descriptive research. The object of this research were two textbooks for grade eight and for grade nine of Junior High School which is administrated by the Ministry of Education and Culture of Indonesia. There were fourteen reading texts which analyzed in this research. The data was collected by using checklist as an instrument which formatted based on the eighteen moral values formulated by The Indonesian Ministry of National Education 2010. The checklists were used to identify the moral values; religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness /communication, peacefulness, literacy, affection to nature, sociable, and responsible. The results showed that all the moral values are embedded in the textbooks. Appreciation moral is the most dominant with the percentage of 12.5 %. Meanwhile, tolerance, discipline, independence, democracy, and literacy morals stand in the lowest position with only 2.5 %. There are some suggestions provided based on the result of this research. First, all elements of education must pay attention about moral values. Second, the teacher must select the textbook carefully regarding to the moral values. Finally, it is suggested to conduct research about the strategies in implementing moral values.

Keywords: Moral Values, English Textbook.

INTRODUCTION

Moral values are very important to be embedded in every person because by having good moral, they can be good people and create a better society. If the people don't have good moral, it may result to several social problems, for example; killing, raping, free sex, abortion, drug, and criminal act. As the fourth biggest population country in the world, Indonesia needs great number of human resources with good quality as the main support in nation building. The moral has become urgency in creating better world.

Moral can be embedded in the family, society, and school. Family, especially parents, plays an important role in educating their children about the moral values. Society also is very important in the process of growth and development of a person. School is another place where a person can form his moral. Education in schools also has a big contribution in forming a person's moral through the learning process and habit-forming processes in students (Furkan, 2013).

As in school, curriculum is the heart of education, it is better to give more attention to values education and national moral in it. It is mentioned in National Education System No. 20/2003 chapter 3, that the function of national education is to develop ability and build moral in order to create an intelligible national life. The National Education Department also established the points of moral building that must be underlined in school. They are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation,

friendliness/communication, peacefulness, literacy, affection to nature, sociable, and responsible (National Education cited in Suyadi, 2013).

According to Kemendiknas (2010) moral education can be applied in a variety of elements that exist in schools, for example in schools' curriculum and syllabus in teachers' lesson plans, materials, and media. In this curriculum, moral building can be embodied into almost every subject. It is also can be embodied in lesson plan where there are indicators and measurement, the values of moral building can be integrated and then it can be implemented into learning activities. Grath (2002) argued moral education can also be implemented in the learning materials so that when the teacher teaches the material to the students, it is not only the material itself that is conveyed, but also the moral education values as well.

Moral in education should be also integrated in English. English language teaching should not just give knowledge about language, but also moral input. Thus, the teachers play an important role in building the students' morals at school. They are obliged to provide good examples for the students in all aspects of knowledge taught to them. The teachers can embed moral values to students in some ways. The teachers can implement the moral values in teacher-students interaction or embed them by using textbook (Koesoema, 2007). It means that the material which provided in the textbook must match the moral values in the curriculum.

Therefore, English textbook is materials especially designed for English learning and teaching that have been specially selected and exploited for teaching purposes. Hutchinson & Torres (1994) stated that English textbook should also deals with students moral explicitly and implicitly since it should not only produce high intellectual but also great moral, so it is important to teachers to notice students' moral by encouraging them to know and to learn more about it while learning materials. A material implemented with moral building is truly needed in this case. By using appropriate material, it is hoped the moral values can be embedded well to the students.

As in government-run school English teachers uses textbook provided by government. It means the textbooks are mostly used by the teachers. The textbooks are very important since it administered to all schools in Indonesia. In curriculum 2013, Junior High School students use textbook entitled "Bahasa Inggris". It is administrated by the Ministry of Education and Culture of Indonesia. These English textbooks have important role in teaching and learning process since most of Junior High Schools in Indonesia are using this textbook.

The previous research findings, studies about the moral values which were to increase awareness of the change process of implementing the moral education program indicated that moral values is important for its success', who suggests that moral values are forced to find ways to infuse the curriculum with moral building. Regarding this, Pusat Kurikulum dan Perbukuan (2011) mentions that National Education should lead to moral building by employing moral values in the lesson plan. In addition, the general objective of national education is educating Indonesian students to be religious, well-mannered, healthy, clever, creative, independent, responsible, nationalist and democratic citizens (Kemendikbud, 2013).

Table 1. Moral Values and the Description of the Ministry of National Education

Religiousness	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions.
Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment.
Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different

	from themselves.
Discipline	Actions indicating orderly and obedient behavior on various rules and regulations.
Perseverance	Behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible.
Creativity	Thinking and doing something to generate new method or result of something that has been owned.
Independence	Attitudes and behaviors that are not easy to depend on others to complete tasks
Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others.
Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.
Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group.
Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.
Appreciation	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success.
Friendliness/ Communication	Actions showed pleasure in speaking, associate and cooperate with others
Peacefulness	Attitudes, words, and actions that make other people feel happy and safe over the presence of him.
Literacy	Habits to take time to read the various readings that give him the benefit.
Affection to nature	Attitudes and actions which seeks to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred.
Sociable	Attitudes and actions that always want to help other people and communities in need.
Responsible	Attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God.

The Ministry of National Education (cited in Suyadi, 2013; 8)

RESEARCH METHODOLOGY

The study was descriptive qualitative research which dealt with non- numerical data. Gay (2000: 189) defines descriptive qualitative method as collecting textual data by using interpretative analysis rather than statistical method. Because of that, this research dealt with analyzing English textbook and interpreting the text rather than analyzing the number. Therefore, the study focused on the moral values found in English textbook of junior high school.

This research employed two of English textbooks for Junior High School entitled "Bahasa Inggris". It is administrated by the Ministry of Education and Culture of Indonesia. The main focuses of the research were analyzing the elements of texts and interpreting it to get the moral values conveyed. There were fourteen reading texts which analyzed in this study.

The data were collected through the steps: 1. read the texts several times, 2. interpreted the word conveyed by the text according to the moral values analyzed, 3.

interpreted each moral value from the text according to the curriculum. The checklist was done to get the information from the English textbook about what moral values found in English textbook. The data from the checklist were analyzed by using manual statistic. To get validity and consistency of the data, intra-rater reliability was interpreted into the percent agreement and the categories where the maximum possible total score in this rubric was above 90 (McHugh, 2012).

FINDINGS AND DISCUSSION

Findings

The finding of this study is presented moral values found in English textbook for grade eight and for grade nine of Junio High School. They are there are 18 moral values that embedded in the students as the effort to build the nation's morality. The result of this study can be seen in the following table.

Table 2. Types of Moral Values Found in English Textbook for Junior High School

No	Moral Value	Frequency (f)	Percentage (%)
1	Religiousness	2	5%
2	Honesty	2	5%
3	Tolerance	1	3%
4	Discipline	1	2.5%
5	Perseverance	3	7.5%
6	Creativity	2	5%
7	Independence	1	2.5%
8	Democracy	1	2.5%
9	Curiosity	2	5%
10	Nationalism	2	5%
11	Patriotism	2	5%
12	Appreciation	5	12.5%
13	Friendliness/communication	4	10%
14	Peacefulness	2	5%
15	Literacy	1	2.5%
16	Affection to nature	2	5%
17	Sociable	4	10%
18	Responsible	3	7.5%
TOTAL		40	100.0%

Religiousness

Religious is act and attitude in doing religion theory of each person's belief, tolerance with other religion devotion, and life together with other people religion. It

contains attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions. Here is an example of religiousness found in the text.

Once upon a time there was an old couple who didn't have a child. They lived in a small home near the village forest. "**Please give us child.**" **They asked god every day.**
One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"
They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. **Thanks to God.**"

Taken from Bahasa Inggris Kelas X; p.157

Based on the excerpt above, some sentences contain religiousness value explicitly. It shows that old couple acted religiously and prayed to God. Paragraph means people should ask things to the God and when God answered their pray, they should be grateful.

Honesty

The second is honesty which means behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment. Honesty can be formed as statement of action. It contains Act that is based on efforts for making her/his self becomes believable person on words, act, and work. Here is an example of honesty.

Strong Wind's sister was surprised because the girl had told the truth.
"Now do you see him?" asked Strong Wind's sister.
"Yes," answered the girl. "Now, I do see him. He is very wonderful."
"What is his bow made of?" asked Strong Wind's sister.
"The rainbow," answered the girl.
Then Strong Wind's sister knew that the girl could really see him. **He had let her see him because she had told the truth.**

Taken from Bahasa Inggris Kelas X; p.184

Based on the excerpt above, the sentences contain honesty value. It shows that the girl told Strong Wind's sister the truth and Strong Wind had let the girl see him. It means that every truth words will result goodness. People must tell the truth if they want something good happen to them.

Tolerance

Tolerance is attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. It contains act and attitude that bear mutual respect to the difference religion, ethnic, argumentation, attitude, and act of other person. Here is the example of tolerance.

Everyone should be working together, against it, to stop it. It is distressing to see our children being isolated from society because they are treated badly. **I am of opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.** These children are our future and we should make every possible effort to stop bullying.

Taken from Bahasa Inggris Kelas XI; p.29

Based on the excerpt above, it contains tolerance value because the excerpt above shows that people must consider and value others equally. There is no one superior or inferior to others. No one must bully or harass the others. It shows that people must act tolerant to other people.

Discipline

Discipline is actions indicating orderly and obedient behavior on various rules and regulations. The actions must indicate orderly and faithful to the several certainties and rules. Here is the example of discipline.

The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious because he had never seen a letter addressed to God. **He wanted to open the letter but his job ethics stopped him from doing so.** He decided to take the letter to the postmaster. The postmaster was very nice and kind gentleman. He always helped people at it and said, “it takes a man with strong to start a communication with God. I wish I had such strong faith,”

Taken from Bahasa Inggris Kelas XI; p.94

Based on the excerpt above, it contains discipline value because the excerpt above shows that people must obey rules and regulations. The postman really want to open the letter but there is rules that he cannot open the letter. He obeyed the rule rather than followed his curiosity. It shows that people must act discipline to obey regulation in their life.

Perseverance

Perseverance is behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible. It contains the act that indicating seriously effort in overcomes studies and assignments obstacles, and finishing assignment as good as possible. Here is the example of perseverance.

Malin Kundang and his mother had to live hard because his father had passed away then he was a baby. **Malin Kundang was a healthy, diligent, and strong boy.** He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

Taken from Bahasa Inggris Kelas X; p.172

Based on the excerpt above, it shows Malin Kundang efforts to help his family financial problem. He helped his mother by catching fish. It shows that Malin Kundang was hard-work person when he was a boy. It tells people that people must work hard if they want to get better life.

Creativity

Creativity is defined as thinking and doing something to generate new method or result of something that has been owned. It contains Think and doing something to produce manner and new result from something they had posed. Here is the example of creativity.

“I wonder if your very small body can do anything.”

“I’ll stay in your pocket and guard you from all harm.” When Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee.

“Bravo! I employ you. It would be good if you became the princess’s man.”

Taken from Bahasa Inggris Kelas X; p.158

Based on the excerpt above, it shows creativity Issumboshi to get princess attention. When he was refused to get the job, he found solution of his problem. He made his disadvantages into something useful for princess. It tell people that people must creative in facing problem. Instead of complaining, it is better to turn them into something useful.

Independence

Independence is defined as attitudes and behaviors that are not easy to depend on others to complete tasks. It contains Act and attitude that is not dependent on other person in finishing assignments. Here is example of independence.

One day, Issumboshi said, “I will go to the capital to study and become a respectable person. Then will come back.” **Grandmother and grandfather were worried about him, but Issumboshi’s mind would not be changed.** At once they began to prepare for his trip.

Taken from Bahasa Inggris Kelas X; p.157

Based on the excerpt above, it shows that Issumboshi was an independence person. The sentences contained independence implicitly. While Issumboshi’s grandfather and grandmother worried about him. He wanted to complete his task to become respectfully person and he wanted to do it by himself.

Democracy

Democracy is the way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others. It contains way of thinking, attitude, and act that giving the same appraisal between right and obligation of his self and others. Here is the example of democracy.

All of us, I am certain, are united by more important things than those which superficially divide us. **We are united, for instance, by a common detestation of colonialism in whatever form it appears.** We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world, we are often told, “Colonialism is dead.” Let us not be deceived or even soothed by that. I say to you, colonialism is not yet dead. How can we say it is dead, so long as vast areas of Asia and Africa are unfree.

Taken from Bahasa Inggris Kelas XI; p.50

Based on the excerpt above, the sentences contains democracy value implicitly. It shows that people must think and act as the same responsibility to face colonialism. The excerpt asked all of the people to have same obligation to fight colonialism.

Curiosity

Curiosity is defined as attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard. It contains act

and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard. Here is the example of curiosity.

He put the letter inside an envelope and addressed it to “God, 7th Heaven” and placed a stamp on it dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. **The postman who came across this letter became curious because he had never seen a letter addressed to God.** He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the postmaster.

Taken from Bahasa Inggris Kelas XI; p.94

Based on the excerpt above, it shows curiosity value. The post man was curious because he had never knowing if there is letter addressed to God. It contains the act of curiosity since the post man wanted to find out more in depth and extend from something he learned, seen and heard.

Nationalism

Nationalism is defined as the way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group. It contains Way of thinking, act, and concept that put the interest his nation and state above his own interest and groups. Here is the example of nationalism.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN).

Taken from Bahasa Inggris Kelas X; p.135

Based on the excerpt above, it shows nationalism value implicitly. The excerpt above tells the Habibie action to put his interest nation first before his interest personally. While Habibi get respect and his dream job, but he preferred to return to his country to help the development of Indonesia.

Patriotism

Patriotism is defined as ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation. It contains way of thinking, attitudes, and acts, that show; loyalty, cares, and high appreciation to the language, physical environment, social, culture, economy, and politic of the nation. Here is the example of patriotism.

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, **she led guerrilla actions against the Dutch for 25 years.** She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Taken from Bahasa Inggris Kelas X; p.145

Based on the excerpt above, it shows that Cut Nyak Dhien is a patriot woman. She led the guerrilla actions against Dutch for 25 years. The excerpt above explicitly mentioned her actions as hero of her country. It also told that She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government as a patriot.

Appreciation

Appreciation is defined as attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. It contains act and attitude that push his self to produce something that useful to the society and he also admit other person's success. Here is the example of appreciation.

“Thank you, Issumboshi. You have saved my life,” the princess said.

“Princess, please wave this magi hammer and make a wish that I may become big,” said Issumboshi. The princess waved it and asked, “May Issumboshi become big!”

Taken from Bahasa Inggris Kelas X; p.159

Based on the excerpt above, it shows princess appreciation to Issumboshi help. The excerpt above contains appreciation value implicitly. As her appreciation, she waved the hammer and made Issumboshi big. It told people to appreciate other's good effort by something good.

Friendliness / Communication.

Friendliness / communication is defined as actions showed pleasure in speaking, associate and cooperate with others. It contains Attitude, words, and act that make others feel interest and save of his come. Here is the example of friendliness / communication.

“I will defend you upon my life,” said Issumboshi.

The Princess liked Issumboshi, and she taught him reading, writing and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

Taken from Bahasa Inggris Kelas X; p.159

Based on the excerpt above, it contains friendliness value explicitly. It shows that the princess was a friendly person and taught Issumboshi to do things. Issomboshi became better person after their friendship. The friendliness value was embedded into this sentence explicitly.

Peacefulness

Peacefulness is defined as attitudes, words, and actions that make other people feel happy and safe over the presence of him. It contains Attitude, words, and act that make others feel interest and save of his come. Here is the example of peacefulness.

He asked my name so that he could write it on the CD to say “To Mia, Love Afgan”. **He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him.** He was just an amazing person. That was one of the best days in my personal life history.

Taken from Bahasa Inggris Kelas X; p.111

Based on the excerpt above, it contains peacefulness value explicitly. It shows that Afgan was a friendly person and the writer save near him. The writer was also did not feel nervous when she had a chance to take pictures with him. The peacefulness value was embedded into this sentence explicitly.

Literacy

Literacy is defined as habits to take time to read the various readings that give him the benefit. It contains habitual of giving times to read several literature that give good deeds for his self. Here is the example of literacy.

Rancho was thankful for the day his parents had sent him to school. Even though he wasn't interested in studies but **he had grudgingly learned to read and write.** So he took out paper and pen started writing.

Taken from Bahasa Inggris Kelas XI; p.93

Based on the excerpt above, it tells literacy value explicitly. The sentences told that rancho felt thankful because he was able to read and to write. The excerpt above tells people that they must able to read and to write because it is very important in life.

Affection to Nature

Affection to nature is defined as attitudes and actions which seeks to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred. It contains act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened. Here is the example of affection to nature

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National park. **Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous primatologist Dr. Birute Galdikas since 1971.** Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

Taken from Bahasa Inggris Kelas X; p.53

Based on the excerpt above, it shows affection to nature. The sentence mentions rehabilitation which means as an action to prevent extinction to the animals and developing efforts to repair nature damage that had happened. The excerpt above also mentioned the beautiful of Tanjung Puting National Park and asked to keep it safe.

Sociable

Sociable is defined as attitudes and actions that always want to help other people and communities in need. It contains act and attitude that always want to give helps to others and society that need some help. Here is the example of sociable.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. **With his bravery, Malin Kundang helped the merchant defeat the pirates.** To thank him, the merchant allowed Malin Kundang to sail with him. Malin

Kundang agreed in the hope to get better life. He left his mother alone.

Taken from Bahasa Inggris Kelas X; p.172

The excerpt above shows the sociable value which performed by Malin Kundang. Malin Kundang helped the merchant from pirates. He showed sociable act and it is hoped to other people to do the same. It is hoped that people help the others who need it.

Responsible

Responsible is defined as attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God. It contains act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God. Here is the example of responsible.

I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying anyway, shape or form, it means you are taking part in it whether it is directly or indirectly by being silent. Majority of people agree that we have to work together towards eliminating this problem.

Taken from Bahasa Inggris Kelas XI; p.29

Based on the excerpt above, it shows responsible value explicitly. The sentence asked people to take more attention bullying problem. It is our responsibility to eliminated bullying in every level education.

Discussion

The findings of research revealed the finding posted in the research question. It showed that English textbook for junior high school. The finding shows that there are eighteen moral values appear in the textbook. The 2013 curriculum and the objective displayed the book were used in this study can be seen based the findings. Mulyasa (2013) stated that morality in education and science education are mutually relevant, both developing virtues and propositional knowledge as moral decision making is developed with science without indoctrination.

Based on the findings above, the textbooks cover all the 18 values which promoted by national education which are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/communication, peacefulness, literacy, affection to nature, sociable, and responsible. All the values are important to help students to make their better personality. Therefore, all the values are provided in the textbooks. As Suyadi (2013) stated that moral values are purposed to build the students' ethical. By using moral values in education, the student are hoped to have responsible, decrease to immoral actions.

In concept of integrated curriculum, moral value that is integrated to the science should be relevant. Moral education as in moral building should be integrated to the English Material. In this case, the selected textbook is book which is developed by using 2013 curriculum, integrates moral education in the material. Moral development has long been one of the goals of national education. One of the national education goals is to develop the learner's potential, intelligence, personality, and noble morality. In this case, education is intended not only to establish intelligence, but also to develop personality or moral (Hapsari, 2013:2).

Furthermore, the moral values not only can be embedded in reading section of textbooks, but also in varies ways in schools, for instance in schools' curriculum and syllabus in teachers' lesson plans, materials, and media. In this curriculum, moral values can be embedded into almost every subject. It is also can be embodied in lesson plan where there are indicators and measurement, the values of morality building can be integrated and then it can be implemented into learning activities (Kemendiknas, 2010).

The result of this research is similar with Hapsari (2013:5) which stated that textbook holds important role because the textbook is one of the sources of information and an effective tool to increase their experiences. In addition, the material presented in textbooks may be used as consideration in teaching. textbooks. Reading is always a part of a textbook. More than a half of materials in textbooks usually even come from this reading part. In reading section of a textbook, students can find so much information. This condition makes reading an effective medium to embedded moral values into. Students will not only get information for their studies, but they can also learn good moral values to help stirring them to the right path through their adolescence.

In sum, English textbook is especially designed for English learning and teaching that have been specially selected and exploited for teaching which not only to transfer knowledge, but also to embed moral values. English textbook should also deals with students' morality since it will produce both high intellectual and great moral. So, it is important to teachers to embed students' morality by encouraging them to know and to learn more about it while learning materials.

CONCLUSION AND SUGGESTION

It can be concluded that moral values that are found in the texts of English textbook of Junior High Schools cover 18 moral values described by Kemendikbud. Those values cover all the 18 moral values which promoted by national education which are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness /communication, peacefulness, literacy, affection to nature, sociable, and responsible. From those 18 moral values, appreciation is the most dominant with the percentage of 12.5 %. Meanwhile, tolerance, discipline, independence, democracy, and literacy stand in the lowest position with only 2.5 %.

Based on the explanation above, there are some suggestions proposed in this study. (1) It is suggested for principals, supervisors, and head of education to pay more attention to the circulation of textbooks used in schools, (2) it is suggested for teacher to be more selective in choosing books or instructional materials and activities that already exist in the textbook for the application in the classroom, finally (3) it is suggested to the next researcher to conduct similar research in a larger scale.

REFERENCES

Furkan, N. 2013. *Pendidikan Karakter melalui Budaya Sekolah*. Yogyakarta: Magnum Pustaka Utama.

Gay, L.R and P. Airisian. 2000. *Educational Research: Competencies for Analysis and Application (6th ed)*. New Jersey: Prentice Hall.

Grath. 2002. *Materials Evaluation and Designing for Language Teaching*. Edinburgh: Edinburgh University Press.

Hapsari, Pratama Lysa. 2013. *Character Education Values in Reading Section of E-English Textbook for Senior High School Students Grade XI*. English

Language Teaching Forum. Retrieved on December 12th 2021 from <http://journal.unnes.ac.id/sju/index.php/elt>.

Hutchinson, T., & Torres, E. 1994. *Textbook as an Agent of Change*. ELT Journal, 43 (4), 315-328.

Kemendiknas. 2010. *Desain Induk Pendidikan Karakter*. Jakarta: Kemendiknas.

Kementerian Pendidikan dan Kebudayaan. 2013. *Tujuan Pendidikan Nasional*. Retrieved on December 5th 2021 from Kementerian Pendidikan dan Kebudayaan Kemdikbud.go.id/pages/purpose/html.

Koesoema A. D. 2007. *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global*. Jakarta: Grasindo.

McHugh,M. 2012. *Interrater Reliability: the Kappa Statistic*. Biochimia Medica 2012;22(3):276-82. Retrieved on December 5th 2021 from <http://dx.doi.org/10.11613/BM.2012.031>.

Mulyasa, H.E. 2013. Pengembangan dan Implementasi Kurikulum 2013. Bandung: PT Remaja Rosdakarya.

Pusat Kurikulum dan Perbukuan. 2011. *Pedoman Pelaksanaan Pendidikan Karakter*. Jakarta: Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional.

Suyadi. 2013. *Strategi Pembelajaran Pendidikan Karakter*. Bandung: Remaja Rosdakarya.